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ABSTRACT

The Clark College Elementary Teacher Education Models (CCETEM) is an emerging curriculum design for an undergraduate, liberal arts institution serving mostly black students. It encompasses commitments 1) to strengthen components of the curriculum which have been found to be effective in preparing teachers for rendering needed services in predominantly urban, ghetto, and rural schools; and 2) to field test innovative ideas proposed in Institutional Self Studies and USOE Models. This report summarizes a four-year college-wide curriculum study of the institution's teacher education programs. The topics covered are 1) origin of CCETEM; 2) development of CCETEM; 3) implementation of professional laboratory experiences, freshman year component; 4) progress made in implementing other components of CCETEM; and 5) conclusion and summary. Special features include 1) instructional curriculum with proper division of work in general education, professional education, and academic concentrations; 2) coordinate clinical laboratory experiences, freshman through senior years; 3) training complex center; and 4) coalitions with institutions and organizations in recognition of the task of improving teacher education. It is envisioned that these experiences will result in optimum performance of preservice trainees as well as motivate them to acquire the competencies needed for successful teaching. (Author)

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THE ORIGIN, DEVELOPMENT, AND IMPLEMENTATION OF THE CLARK COLLEGE ELEMENTARY TEACHER EDUCATION MODEL (CCETEM)

Clark College
240 Chestnut Street, Southwest
Atlanta, Georgia 30314

July 1971

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PREFACE

This final report is a synthesis of living experience of the Clark College Education Staff in planning, developing, and implementing the Clark College Elementary Teacher Education Model (CCETEM). It can best be described as an exciting adventure characterized by challenge, cooperation, and change.

The Director and Co-director wish to express their appreciation to the Clark College administrative officers, faculty, staff, students, and all the consultants who not only gave unstintingly of their services and time, but offered many constructive suggestions and also much encouragement. Especially do we wish to thank PRESIDENT VIVIAN W. HENDERSON for having urged the staff to participate in the USOE MODEL PROJECT.

Pearlie C. Dove, Director

Rebecca E. Davis, Co-Director

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S E C T I O N I

ORIGIN OF CLARK COLLEGE ELEMENTARY TEACHER EDUCATION MODEL 1969-1970

INTRODUCTION

When the Clark College Staff Project Director and Associates were faced with the responsibility of evaluating the voluminous documents compiled by the nine Phase I institutions which developed comprehensive elementary teacher education models for the purpose of determining their feasibility for "ten developing institutions," the task could have been approached as a chore or a challenge. Our staff, optimistically, chose the latter alternative. One of the outgrowths of these deliberations was the development of criteria to serve as a guide for evaluating the several models. Judgments were to be made, therefore, after considering the following questions:

Are any "common features" identifiable that can be assessed as trends in the education of teachers for elementary schools?

Can the model be adopted to a four-year, four- or five-year, or five-year program without destroying its effectiveness?

What was the most distinctive or innovative feature of the respective model?

What feature(s) of the models is already operative in the Clark College program?

Which phase(s) of the respective model is desirable or could be tested successfully without increased faculty, facilities, equipment, or faculty approval?

Which phase(s) of the respective model is desirable or could be tested successfully only with increased faculty and/or in-service faculty training, additional facilities and equipment, or faculty approval?

Is it possible to articulate a phase(s) of the Elementary Teacher Education Models with the overall curriculum revisions presently being studied?

Are there significant behaviors of effective teachers needed by Clark College students that have been omitted from the models?

PROCEDURE

I. In-House Meetings

In an effort to involve as many members of the Clark Staff as possible in projecting changes to strengthen the present teacher education program, numerous "in-house" meetings were held. The "in-house" meetings were held with "on-going" committees, councils, and departments chosen by the faculty and/or administrative staff to study the most expeditious route to take in implementing the recommendations made as a result of a 1966-1968 comprehensive Institutional Self-Study. Some of the groups with which the project staff met periodically were:

A. The Teacher Education Committee
B. Curriculum Revision Task Force
C. Council of Academic Officers
D. Department of Education and Psychology
E. Teacher Education Students

Druing the months of February and March, the project staff synthesized its findings with those of the groups referred to in the preceding paragraphs in order to present a report for a revised elementary teacher education program to the faculty for action.

II. Site Visits To Phase I Schools

During the week of November 17-21, 1969 Mrs. Dianne Watkins, the staff member who coordinated "community-based professional laboratory experiences," visited Teachers College, Columbia University. The purposes of her visit were: (1) to receive first-hand information necessary for a re-examination of our professional laboratory experience program, and (2) to recommend restructuring the program in the light of these findings and applicable data gathered from a study of other Phase I Models. Visits to other Phase I institutions and the University of Wisconsin was to be decided upon after the project staff had an opportunity to study the Phase II Feasibility Reports which were designed to test the efficiency, practicality, and cost of the components, systems and/or subsystems of the

respective models.

III. Use of Consultants

A. Clark College, in connection with Florida A & M, Livingston, and Tennessee State Universities, held a two-day Elementary Teacher Education Work Conference with Dr. Calhoun Collier of Michigan State University, Drs. Charles Johnson and Gilbert Shearron of University of Georgia, Dr. James M. Cooper of University of Massachusetts, and Dr. Wilford Weber of Syracuse University.

B. Mr. Grover Simmons, Director, Atlanta University Center Computation Program, served in a consultative capacity in working with the Project Director to determine the most effective use of the computerized materials developed by model directors which could be purchased and used in any projected program for our institution.

C. Members of the Georgia State Department of Education met with the staff to determine if the projected program was in keeping with criteria on which programs are approved leading to professional certification.

IV. Other Activities 1969-1970

A. The Project Director attended a conference sponsored by the AACTE/University of Pittsburgh Urban Educational Leadership Development Project, September 19-20, 1969 to explore the possibility of joining the consortium.

B. The Project Director participated in the AATCE/Temple University Workshop in "Systems, Models, and Teacher Education" November 2-4, 1969.

C. A Clark College Team composed of the Vice President, an Assistant Professor of Mathematics, and an Assistant Professor of Science Education attended the AACTE/Atlanta Hilton Inn Workshop, November 16-18, 1969.

V. Decisions Relative to Applicability

A. Feasibility of Use of Models at Clark College

It was agreed that we would use the eclectic approach and combine the best features of the following models:

1. General Liberal Education Components
   - Michigan State University
   - Syracuse University
   - University of Pittsburgh

2. Sensitivity Training/Human Relations
   - Syracuse University
   - University of Massachusetts

3. Proficiency Modules
   - Michigan State University
   - Syracuse University
   - University of Georgia
   - University of Wisconsin

4. Computer and Dial Access Units, CAI, CMI, IPI, and other Technology
   - Michigan State University
   - Syracuse University
   - University of Pittsburgh
   - University of Massachusetts

5. Self-Pacing Alternative Learning Strategies, and Career Ladders
   - Michigan State University
   - Syracuse University
   - University of Georgia
   - University of Massachusetts

6. Coalitions
   - Syracuse University
   - University of Georgia
   - University of Wisconsin

7. Extensive Use of Professional Laboratory Experiences and/or Clinical Experiences

Michigan State University
Teachers College, Columbia University
University of Georgia
University of Massachusetts

The toughest decision facing our institution was determining the dispatch with which we could use our administrative and human resources to vastly strengthen, expand, and modify our teacher education program by implementing many of the promising innovations presented in the Comprehensive Elementary Teacher Education Models.

B. Possibilities of Implementation

1. Administrative or Human Capabilities

The administration and staff of Clark College were presently operating in a setting of high aspiration and great optimism, and we sensed a major breakthrough for the College in the specific areas of student participation and awareness, curriculum revision and administrative reform. Even though some of the innovations could be accomplished without increased faculty, facilities, and equipment, new "hard ware" and "soft ware" were necessary if we were to make optimum changes using the "systems approach."

2. Institutional Framework

In terms of institutional framework, any type of educational change for contemporary black institutions must honor commitments to:

a) adopt features of innovative programs necessary for its trainees to develop the professional teaching competencies believed to be needed in coping effectively with the larger, pluralistic, viable society of the 70's.

b) strengthen the phase of its teacher education program which it has found to be effective, historically, in training teachers with varying degrees of expertise who

have rendered much needed service in predominantly racial, urban, ghetto, and rural schools.

C. Anticipated Changes in Program Due to Study of the Models

After having studied the models, we envisioned many desirable changes which could be made at Clark College in the Elementary Teacher Education Program. These, however, would require additional personnel, expanded facilities, and additional unrestricted funds to produce the kind of teachers which the 70's demand.

S E C T I O N II

DEVELOPMENT OF CCETEM: A PERFORMANCE-BASED TEACHER EDUCATION PROGRAM 1969-1970

The projected Clark College Elementary Teacher Education Model ((CCETEM) reflects the institution's best effort in structuring a performance-based teacher education program utilizing features of the Comprehensive Elementary Teacher Education Models developed under the auspices of the USOE/BR and an institutional Self-Study entitled Teacher Education Programs: Status, Functions and Projections (May 1969 - April 1970).

This section of the report is presented in three phases and a summary statement. The first phase, consisting of a description of teacher education programs, focuses primarily on objectives and curriculum design. The Professional Education Component is presented in the second phase with special emphasis on a projected program for beginning laboratory experiences in the freshman year and extending them vertically as well as horizontally throughout the four years of preservice education. The third phase outlines the projected Clark College Elementary Teacher Education Model (CCETEM) and the factors that influenced its development.

DESCRIPTION OF THE TEACHER EDUCATION PROGRAMS OF CLARK COLLEGE

Objectives

The curricula for teacher education programs at Clark College are designed to achieve five objectives:

1. To develop those behaviors which might assist students in becoming productive, coping, professionally oriented teachers in a pluralistic society.
2. To provide prospective teachers an opportunity to:
   a. acquire a broad general educational background.
   b. specialize and/or concentrate in an academic discipline or "unified core program."
   c. gain knowledge of certain professional understandings and "know-how".
   d. learn how to utilize the new technology and media with some degree of expertise.
3. To provide wide and varied professional laboratory settings for prospective teachers to study "children and youth."
4. To familiarize students with the individual and cooperative endeavors available for becoming "lifetime" students.
5. To develop some strategies for dealing with interpersonal relationships of racism, collective bargaining in professional organizations, and group dynamics.

Competencies

The major objectives of the Teacher Education Program(s) of CCETEM are designed to result in the accomplishment of the following desired competencies:

COMPETENCY NO. 1: The student should demonstrate that he is an acceptable, adaptable, and productive person.

When a prospective teacher has this competency he has acquired those behaviors which demonstrate that he accepts himself and is aware of his own values and at the same time is cognizant that other individuals/groups may hold contrasting values which must be understood and respected.

COMPETENCY NO. 2: The student should acquire an awareness, a concern, and a sense of responsibility in regard to perennial human problems, contemporary events, issues and problems by studying languages, the humanities*, social and natural sciences, ancient and/or modern civilizations, and professional/specialized education courses.

COMPETENCY NO. 3: The student should be able to identify the theoretical basis undergirding professional knowledge and demonstrate that he/she knows how to use it as well as evaluate its use in real life situations.

COMPETENCY NO. 4: The student should demonstrate that he knows how to acquire knowledge and how to use it.

With this competency a prospective teacher should be able to acquire the skills to help him learn for himself that which is needed to become a "lifetime student." Further, students should realize the total teacher education experience as being coherent, cumulative, and unified.

COMPETENCY NO. 5: The student should be able to demonstrate that he is competent to handle responsibly controversial issues as they might arise.

With this competency the prospective teacher should be able to do the following: (1) create in the class room an atmosphere of freedom for students to raise questions dealing with critical issues of the time; (2) be able to express his or her opinions on controversial issues substantiated by facts and/or credible evidence; (3) uphold, protect, and defend the fundamental freedoms as documented in the history of our country.

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*The humanities core is being revised. It will probably include traditional as well as nontraditional humanities courses.

Curriculum Designs

The various components of the Clark College curricula reflect the best judgment of the appropriate members of the faculty, staff, students, alumni, and profession as a whole, and are designed to achieve the stated objectives. Further, the curricula reflect the needs of the particular clients served by Clark College. It is hoped that the curricula will provide a climate which will encourage optimum performance of individual students as well as motivation to compete successfully in our dominant culture.

The distribution of component areas of the teacher education curricula is commensurate with the guidelines of the Professional Standards Movement (NCTEPS). They suggest that the four years of the program for preparing elementary teachers would include approximately 45 to 50 semester hours of general education, 27 to 36 hours of professional education, and 39 to 53 hours in area(s) of concentration and electives; and that secondary teachers might include 45 to 50 semester hours in general education, 20 to 25 hours of professional education, and 50 to 60 hours in the areas of concentration and electives. (See Figure 1.)

General Education Program

The general education program has been concentrated, for the most part, in the first two years. However, as a result of an Institutional Self-Study (1966-68), a Curriculum Task Force is presently working to implement recommendations of the Education Program Committee to extend the general education program from the freshman through the senior year rather than concentrate these studies in the first two years. A program model for Elementary Education majors is proposed as a "pilot study"* for entering 1970 freshmen using this approach.

Professional Education Sequence

In keeping with the trend of constructing proficiency modules to evaluate teaching behaviors rather than covering course content, the professional education sequence is presented in terms of component areas

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*See Appendix II page 54.

for which we hope to develop modules as expeditiously as possible with accompanying present courses. The transition from courses to proficiency modules will be done gradually.

FOUNDATIONS OF EDUCATION COMPONENT
(Introduction to Education)

BEHAVIORAL SCIENCE COMPONENT
(Human Growth and Development and Educational Psychology)

CURRICULUM AND METHODS COMPONENT
(Principles, Materials, and Methods of Elementary Instruction and Principles, Materials, and Methods in Secondary Schools)

INSTRUCTIONAL MEDIA*

SOCIETAL FOUNDATION COMPONENT
(School and Society)

PRACTICUM COMPONENT
(Professional Laboratory Experiences and Student Teaching)

Specialization and/or Concentrations

It is our belief that the preparation program of prospective teachers, irrespective of level, should provide some depth in an academic discipline or a concentration in a "unified core."

Elementary Education Majors

Elementary education majors, in addition to the specialized courses required for certification, also elect an area of concentration which

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*This component is in the process of being developed.

approximates the "unified core" areas of the contemporary elementary school curriculum. This concentration is essential for these reasons:

1. It equips the prospective teacher to work in a self-contained classroom, in a differentiated staff setting, and provides a sound basis for further specialization at the graduate level.
2. It also provides the prospective teacher an opportunity to explore an academic area with some depth as shown in Figure 1.

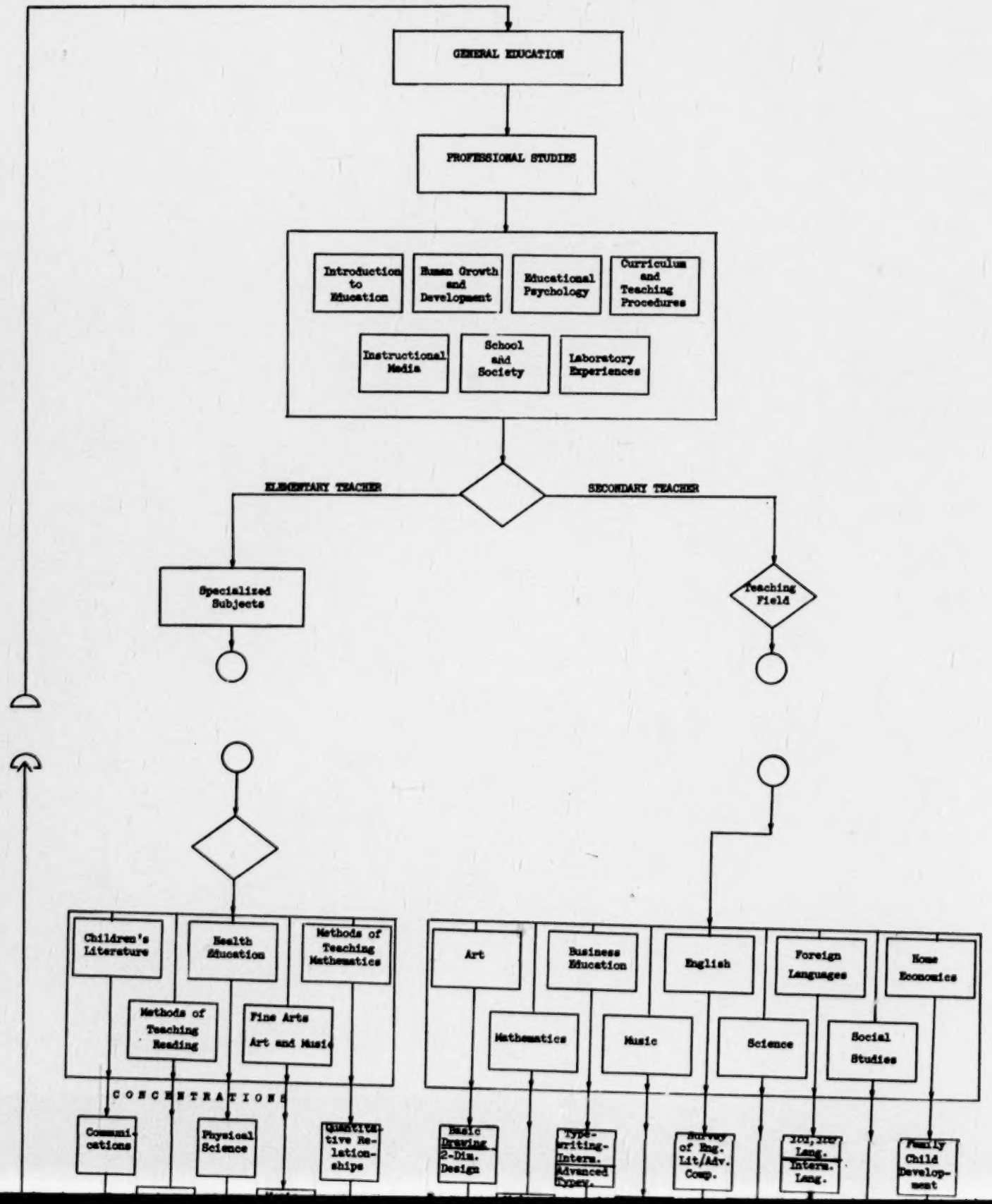
Secondary Education Majors

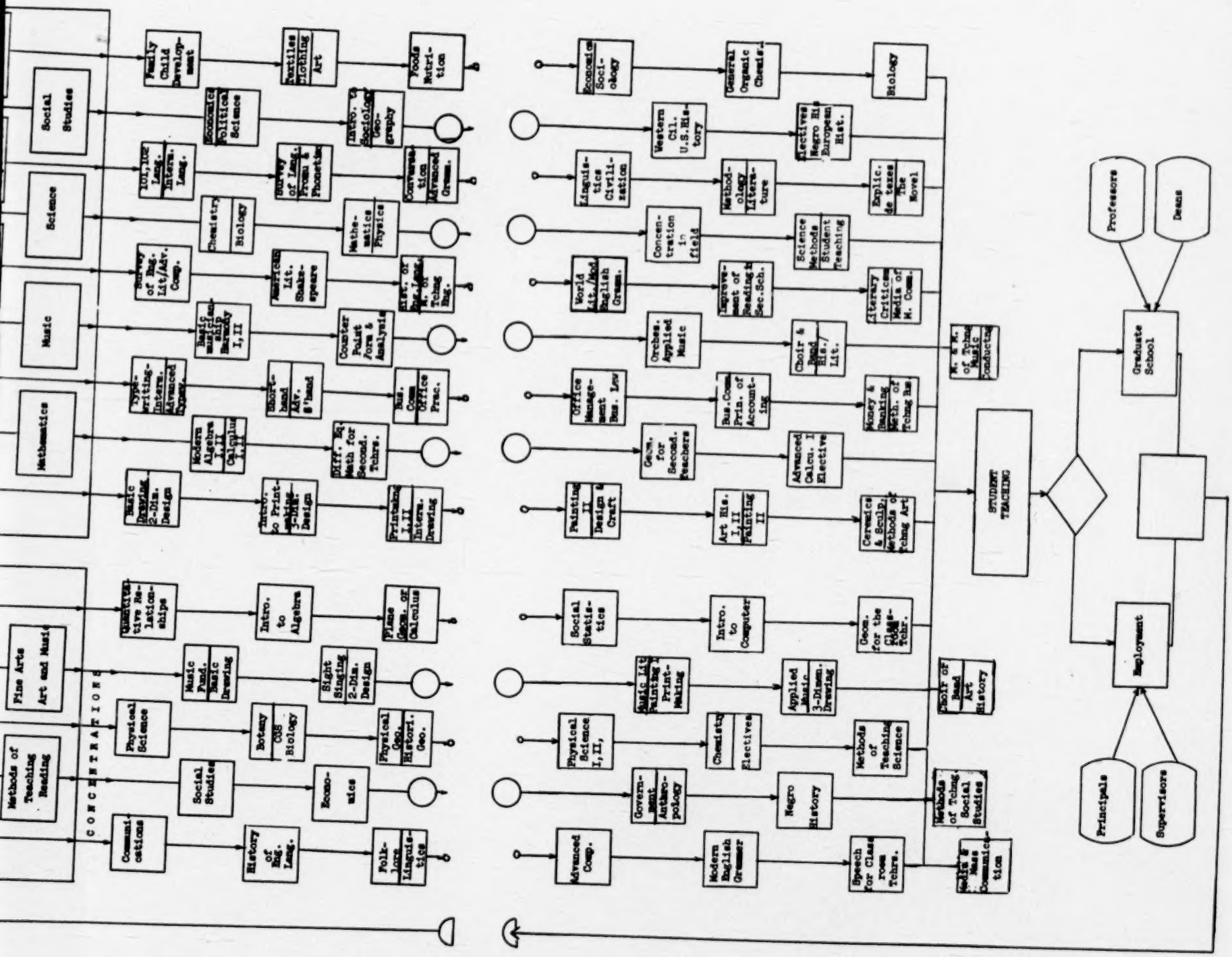
The program of specialization differs for the various programs in terms of respective areas. The average program encompasses from 33 to 51 semester hours. The areas for which teachers for secondary schools are prepared at Clark College follow:

Art
Business Education
Elementary Education
English
Home Economics
Languages
Music
Science and Mathematics
Social Studies

FIGURE 1

TEACHER EDUCATION PROGRAMS




Professors
Deans
Graduate School
Principals
Supervisors
Deployment
STUDENT TEACHING
CONCENTRATIONS
Mathematics
Science
Music
Social Studies
Fine Arts
Art and Music
Methods of Teaching Reading
Family Child Development
Economics Political Science
101, 102 Lang. Intens. Lang.
Survey of Lang. Forms & Phonetics
Chemistry
Biology
Survey of Eng. Lit/Adv. Comp.
American Lit. Shakespeare
Basic Marriage and Family Relationship I, II
Typewriting-Interm. Advanced Typing
Shorthand Adv. Shorthand
Modern Algebra I, II Calculus I, II
Basic Drawing 2-Dim. Design
Intro. to Printmaking 3-Dim. Design
Diff. Eq. Math for Second. Tchrs.
Bus. Com. Office Prac.
Printmaking I, II Interm. Drawing
Textiles Clothing Art
Foods Nutrition
Intro. to Sociological Geography
Conversation Advanced Comm.
Mathematics Physics
Hist. of Eng. Lit. of Tchng Eng.
Counter Point Form & Analysis
Quantitative Relationships
Intro. to Algebra
Plane Geom. or Calculus
Music Fund. Basic Drawing
Slight Singing 2-Dim. Design
Physical Science
Botany CHS Biology
Physical Geo. Histori. Geo.
Social Studies
Economics
History of Eng. Lang.
Folklore Linguistics
Communications
Economics Sociology
Western Civ. U.S. History
Linguistics Civilization
World Lit./Mod. English Comm.
Concentration in field
Methodology Literature
Improvement of Reading in Sec. Sch.
Science Methods Student Teaching
Literary Critics Media of M. Comm.
Orches. Applied Music
Choir & Band Rle./Lit.
M. & M. of Tchng Music Conducting
Office Management Bus. Law
Bus. Comm. Prin. of Accounting
Money & Banking Meth. of Tchng Bus.
Geom. for Second. Teachers
Advanced Calcu. I Elective
Painting II Design & Craft
Art His. I, II Painting II
Ceramics & Sculp. Methods of Tchng Art
General Organic Chemis.
Biology
Objectives Negro His European Hist.
Explic. de Texts The Novel
Social Statistics
Intro. to Computer
Geom. for the Class-Tchr.
Music Lit. Painting Print-Making
Applied Music 3-Dimen. Drawing
Hist. of Band Art History
Physical Science I, II,
Chemistry Electives
Methods of Teaching Science
Govern-ment Anthro-pology
Negro History
Methods of Tchng. Social Studies
Advanced Comp.
Modern English Grammar
Speech for Class room Tchrs.
Mass Communication

Professional Education Component

The professional education component is designed to carry out the major objectives of gaining knowledge of certain professional understandings and "know-how." Another important objective includes providing a wide variety of clinical experiences for students to study children and youth. With the increased use of technology in support of the teaching-learning cycle and the impact of "social crises" effecting changes in educational structures, objectives such as learning how to use the new technology and media effectively, and strategies for dealing with interpersonal relationships of racism and other areas of human discord must be provided.

Proposed Professional Education Sequence Excluding Professional Laboratory Experiences

The present professional education sequence, excluding professional laboratory experiences, for the last several years has included Introduction to Education - 3 semester hours, Human Growth and Development - 3 semester hours, Educational Psychology - 3 semester hours, and Teaching Procedures and Practices - 3 semester hours.

Two other courses are recommended in order to provide experiences in keeping with the objectives of developing some degree of expertise in using the "new technology" and meeting "social crises." These two three-semester-hour courses, which were formerly electives, are School and Society and Instructional Media. With these additional courses, the total hours in the professional education sequence prior to student teaching would increase to 18 semester hours.

Professional Laboratory Experiences Including Student Teaching

The college has seriously studied the recommendations relative to professional laboratory experiences made by the visiting team of 1964. The numerous innovations being proposed by state and national organizations as well as professional societies and groups have also been reviewed in order to evaluate professional laboratory experiences from as broad a stance as possible. This phase of the report will consider the following: policies and procedures governing the professional

laboratory experiences, evaluation of recommendations by the 1964 visiting team, current innovations, and projections.

Policies and Procedures Governing Professional Laboratory Experiences

The policies and procedures governing professional laboratory experiences were developed cooperatively by the Atlanta University Teacher Council and the Georgia State Consultant for Teacher Education. These policies were based upon the original recommended standards of the American Association of Colleges for Teacher Education: Recommended Standards Governing Professional Laboratory Experiences and Student Teaching and Evaluative Criteria.

Partners in Learning: A Guide to Student Teaching, Bulletin III, published by The School of Education, Atlanta University, in 1955, includes comprehensive guidelines for the cooperative student teaching program. The respective colleges in the Center have supplemented the basic guidelines with handbooks or other documents which reflect any changes in basic policies and procedures governing professional laboratory experiences.

Evaluation of Recommendations by the 1964 Visiting Team

1. The Department Chairman teaches one course per semester and is relieved of supervisory responsibilities unless there is an extenuating circumstance.

2. Since the Public School System now has the responsibility of assigning student teachers, the College has no control over giving supervising teachers adequate notification of a student teacher's arrival unless the college coordinator receives the list of placements in time. The Visiting Committee stated during conferences with student teachers that some students arrived at school when the supervising teachers were not expecting them.

3. After careful study of whether or not to make "September Experiences" mandatory, the Teacher Education Committee agreed that it should remain optional. The reason is that the majority of our students come from families whose resources are quite limited. Many of them

find it difficult to finance the senior year of college without full-time summer employment. Further, conferences with counselors, placement directors, and students revealed that the money students could earn during the last week of August and the first two weeks of September was most essential to the financial security of these students in the completion of their college work. However, students who can engage in "September Experiences" without extreme financial sacrifice, do so in the city, out of the city, and out of the state. Reports from the small number of students by administrators who cooperate with the program have been most positive.

The response last year to requests from principals for approximately ten students who could have participated in cities other than Atlanta* was rather nebulous because of the "transitional state" of impending school administrative changes resulting from compliance with federal court orders.

4. Opportunities for observation of children and youth at various community centers, city schools involved in EIP, private schools, housing projects, and other agencies are constantly being explored.

5. College supervisors with one class do not supervise more than twelve students per quarter. Also, academicians from the College assist in visiting students when feasible and applicable. The academicians, who teach the methods and content courses for prospective student teachers, are not more actively involved in planned observation and participation because of course schedules and class loads rather than interest. In a small college, with a limited number of students in specific fields and with the ratio from field to field shifting constantly, it is not possible to have the same type of involvement characteristic of institutions who train 200-300 plus students a year.

Current Innovations
for Laboratory Experiences

A part-time director of tutorial programs was hired for the 1969-1970 school term. Her responsibilities, among others, included planning

*In the State of Georgia

orientation sessions for training tutors, supervising tutors in the field, and determining logistics with administrators of centers.

Field experiences are required as an integral part of these courses: Children's Literature, Methods of Teaching Reading, and Curriculum Materials and Methods. Whenever schedules permit, field experiences are coordinated with Introduction to Education.

Projections*

Now that a full-time coordinator of field experiences has been requested, more and varied types of laboratory centers have been identified, and modifications proposed in students' course loads; a pilot project for elementary education majors which will begin field experiences in the freshman year and extend throughout the four years of college has been proposed. Of course, the complete implementation of the program depends upon staff and acceptance of the program by the faculty. The deliberate speed with which such a program can be implemented in the secondary education programs depends upon the proposals of the Curriculum Revision Task Force. An outline of the sequence of professional laboratory experiences is presented by years:

Freshman Year

The program would require each student enrolled in the Elementary Education Department to spend a minimum of 18 clock hours per semester observing in different kinds of clinical settings for exploratory purposes. Students would be guided in building concepts to make later career decisions on roles teachers perform, personal qualities and professional skills needed for success in teaching at and in different administrative units, and self-evaluation of strengths and weaknesses for continuing in the program.

Sophomore Year

Students have three courses during the sophomore year for which laboratory experiences are an integral part. Each student will be required to engage in laboratory experiences in one of these courses. These courses are: Introduction to Education (Elementary and Secondary)

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*See Figure 2, Page 21.

and Children's Literature.

Field assignments will be made by teachers of required courses and will be directly related to the understandings and skills emphasized in the content of these courses. For example, students enrolled in Children's Literature can be assigned to conduct "story telling hours" for a specific age level or for different age levels, over a given period of time. The student would be requested to observe whether the needs and interests identified by professional writers of children's anthologies are more applicable to middle-class children, so-called "disadvantaged" or "suburban children."

Tutorial assignments on a one-to-one basis could be made in connection with the course Introduction to Education. It is conceivable that such experiences in clinical settings would be helpful in assisting students to build a philosophy of what it means to accept children for their innate worth as human beings and out of that philosophy will grow real understanding. Real-life problems for which tutors try to find their own answers, such as "How do I work with 'kids' whose value concepts differ from mine?" "What are the factors which are more likely to cause school failure?" "How can I use my creative ability in the selection and construction of materials which are relevant to student needs?" can be answered if students develop such a philosophy.

Follow-up seminars for tutors as well as classroom dialogue will help students build a foundation for improving their understanding of children and youth and furnish better motivation for an understanding of the concepts studied in the psychology courses which follow in the junior year.

Junior Year

During the junior year, laboratory experiences would be better structured and planned in connection with these courses:

Human Growth and Development and
Educational Psychology

Methods of Teaching Reading

*Methods of Teaching Social Studies (when applicable)

*This course is only required for Elementary Education Majors with a concentration in Social Studies.

Data are already on file with the last Teacher Education Self-Study which enumerates how psychology courses utilize laboratory experiences. For purposes of this report, we will explain the present procedures used in connection with Methods of Teaching Reading. The instructor of the course requires each student to select a laboratory center in which he or she will devote a minimum of one hour per week demonstrating the use of a particular concept, understandings, and skills learned in the theoretical aspects of the course on a one-to-one basis or with small groups. Students also have an opportunity to learn how to use reading machines and other media with "live subjects."

With the background experiences of exploratory nature, behavioral science courses related to practice, and opportunity to practice teaching skills on a one-to-one basis or with small groups, the student approaches the senior year with a richer degree of readiness for assuming the role of a student teacher.

Senior Year

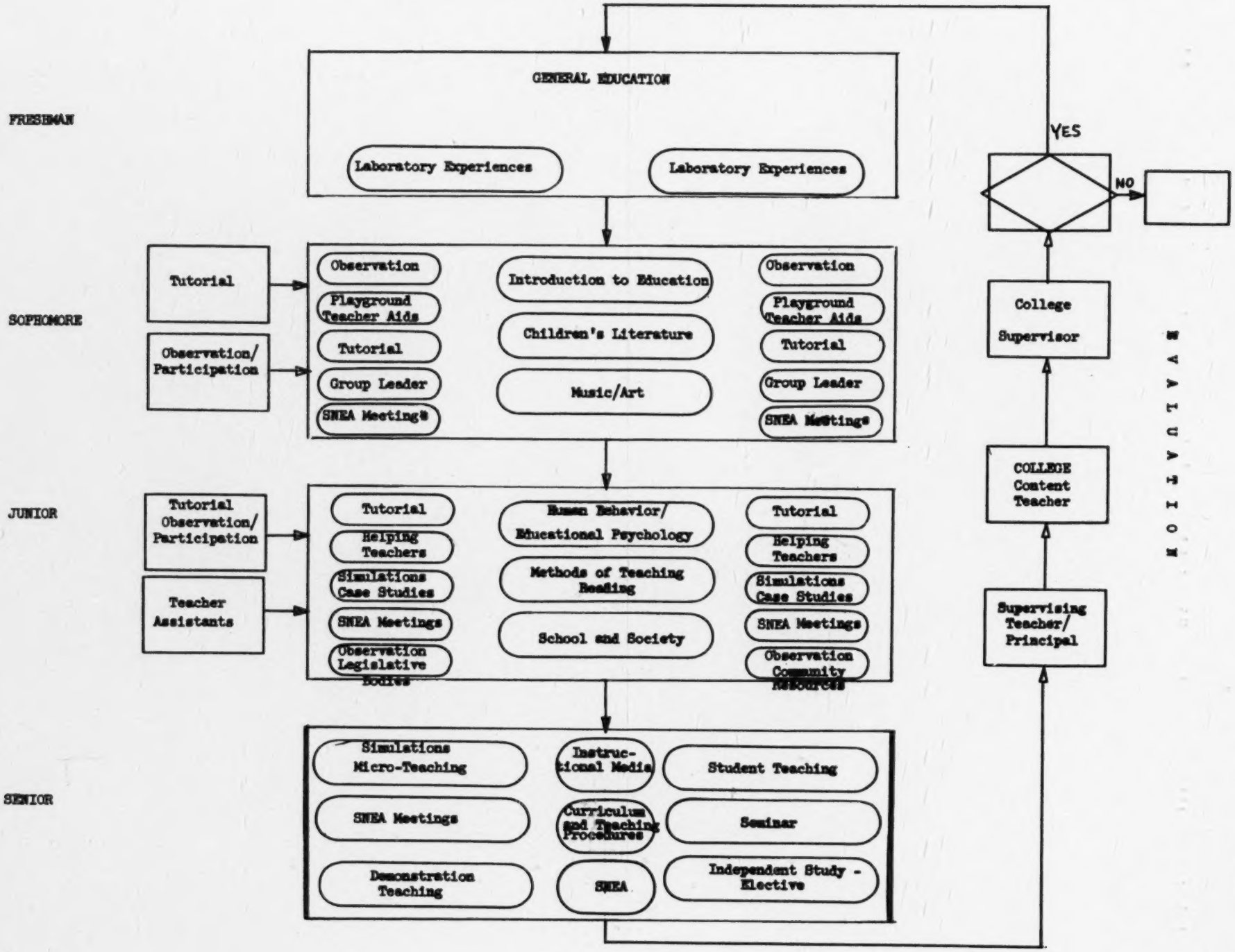
The Teaching Practices and the Instructional Media courses will provide complementary laboratory experiences. In addition to the continuation of laboratory experiences, such techniques as simulation, case presentations, human relations workshops, and other innovative practices will be investigated. The culminating experience will be Student Teaching.

Some of the features incorporated in the plan are currently in progress as individual components. The projected plan attempts to incorporate the best features of ongoing laboratory experiences with innovations.

FIGURE 2

PROJECTIONS FOR

PROFESSIONAL LABORATORY EXPERIENCES



Proposed Elementary Education Program

The proposed program which follows, hopefully, will be approved for implementation by September, 1970.

The program which we hope to effect as a "pilot study" with the 1970 incoming freshman class represents the concerted efforts of professional educators who propose new directions for program development in teacher education as well as input from students, alumni, education staff, department chairmen, members of the counseling staff, principals, and the Associate Dean of the College.

Some factors that influenced the program model were:

1. The current lower division course and hour load were not realistic in terms of the difficulty of courses concentrated in the freshman and sophomore years. Typically, students were taking as many as seventeen hours which did not leave sufficient time for the average student to make adequate preparation for them.

2. The proposal made by the Teacher Education Committee during the Institutional Self-Study to spread the General Education requirements throughout the four years was adhered to.

3. Opportunities should be provided as early as possible for students to engage in clinical-type experiences. This idea was expressed succintly by Dr. Collier, one of the persons who developed the Behavioral Science Teacher Education Program (BSTEP), during his presentation at the Elementary Teacher Education Work Conference on Four Models, Teacher Education Project -- USOE/BR. This conference was hosted by Clark College in cooperation with Florida A & M University (Tallahassee), Livingston University (Livingston, Alabama), and Tennessee State University (Nashville). Dr. Collier stated:

> We have been concerned for a long time about the kinds and amounts and quality of our clinical experiences. For many years it has been generally some September experience or early experience with a child, going in and seeing a school for a period of time, and student teaching. We have had the internship somewhat fragmented and somewhat separated. We believe truly that if this person is interested at all in teaching

that his experience should flow throughout the full four years of college, starting very early in the freshman year. It starts here because not only is it open-ended but it widens: The first experience we have planned here is what we now call exploring teaching. What we want to do is provide some kind of experience where very early the student can start exploring teaching. He will do some tutoring probably on a 1-to-1 basis, he may do some with a very small group, he may spend some time at the YMCA, a settlement house in the inner city--all kinds of possibilities. Here is a case we think in which we need to work with all the varied types of community agencies that have any relationship, that we can determine, with the public schools and the teacher's job as well as just inside the classroom. Some will be on campus and some will be off campus. We will provide a number of simulated kinds of experience here, as well as in some other situations. The second experience is Career Decision. One aspect involved in this decision is to try to get answers to the questions: Do I really want to teach? If so, what kinds of youngsters do I want to teach? Am I more interested in teaching preschool, or primary school, or middle school? Would I prefer to be a self-contained classroom teacher, trying to have sole responsibility for the experiences of these youngsters, or do I see myself becoming more of a specialist with a broad background? Do I want to be a team teacher? Do I want to teach in inner city, suburban areas, or rural areas? These are kinds of questions we will be raising with the students and helping them to seek some valid answers about their career decision.

4. The representative on the Teacher Education Committee from the English Department in cooperation with the Chairman and staff has provided course offerings for all elementary education majors as well as course offerings in the concentration based upon a suggestion made by the 1964 Visiting Team of the Georgia State Department of Education. They recommended that "the English Department examine all prospective teachers" needs in regard to composition and oral expression. In instances where, after their general education courses, students still have serious limitations, we suggest advanced composition and speech."

5. The extensive use of media and other aids in public schools resulting from educational technology makes it almost mandatory that today's graduates of teacher education programs be provided experiences to assist them in understanding the

technologies that make such media and materials usable in their teaching and develop the skills for using them with some degree of expertise.

6. Recognition that schools do not belong exclusively to educators points to the need for providing experiences for examining the values, institutions and social structures of American society--focusing specifically on the role of the school in shaping public policy in the midst of social change.

7. Input resulting from a study of the nine comprehensive teacher education models which was developed under the auspices of the USOE/BR.

8. Feedback from students for the past five years, who must take the NTE as one of the requirements for employment in the Atlanta Public School System, reports that the present system for fulfilling the humanities requirement prepares them for this section of neither the NTE nor GRE, the items of which are selected on the basis of content validity of teacher education programs (NTE) and liberal arts curricula (GRE).

On the basis of this rationale, specific changes are reflected in the proposed program agreed on by the Teacher Education Committee for prospective elementary education teachers.

1. Freshman students would take a maximum of four courses and, if the student had serious reading problems as revealed by test scores, he could take only three courses the second semester.

2. Laboratory experiences for exploration in public school and social agencies would begin in the freshman year and extend throughout the student's college program.

3. Physical Science Survey for Elementary School Teachers would be moved to the sophomore year. Consultation with the instructor of the course revealed that the course depends upon understanding and knowledge of mathematics 101-102. It is unrealistic for students to follow a year's sequence of Survey of Biological--Physical Science irrespective of readiness. Flexibility would allow a student to follow such sequence only

if he were ready to do so.

4. It is hoped that a one-semester humanities course with a strong literature base would be designed for elementary education majors in lieu of six hours of Introduction to Literature. These students already are required to take Children's Literature for certification purposes, which would add up to six semester hours of literature.

5. A required two-hour specialized course entitled Colloquium (318) is proposed by the English Department to further strengthen communication skills of all prospective elementary teachers.

6. The program also proposes four hours of religion rather than six.

7. Two required three-semester-hour courses are added to the professional education sequence and a total of three hours credit for laboratory experiences and seminar is given. The courses are: Instructional Media and School and Society.

8. Teaching of Health and Physical Education will be taken in lieu of Physical Education (General Education).

A comparison of the content distribution of the two programs with the distribution of semester hours suggested by the professional standards movement of the National Commission on Teacher Education and Professional Standards (NCTEPS) for elementary education majors is found in Figure 3 which follows:

FIGURE 3

DISTRIBUTION OF PROGRAM CONTENT

	NCTEPS	Present Program	Proposed Program
General Education	45 50	52*	46
Professional Education	27 36	18**	27
Concentration*** and Specialization	39 53	24 17 41	18 20
Electives	Not Stated	9 120	9 120

*Exceeds NCTEPS maximum suggested standards.
**Below NCTEPS minimum suggested standards.
***Concentrations can be classified as restricted electives since the student can make a choice within limits.

Evaluation

The proposed program is equally as strong in content*, but the distribution of courses, the pacing, and the timing are more realistic in terms of the clients served. Further, the redistribution of the program more nearly approximates NCTEPS' suggested standards. Also, opportunity is allowed for the colloquium, elective nontraditional courses, and laboratory experiences** beginning in the freshman year and extending throughout the preparation period.

Summary

With the completion of Phases I and II, we had hoped to secure funds, personnel, facilities, and materials to conduct a "pilot study" to evaluate the potential effectiveness of CCETEM beginning with the 1970 freshman class. Since funding to implement the total program was not available at the end of the 1969-1970 school term, we used funds from the USOE/BR (1970-1971) to implement the Freshman Year Professional Education Component.

*See Proposed Program, Appendix II, Page 54.

**Shown in Figure 1, Page 14

S E C T I O N III

IMPLEMENTATION OF THE FRESHMEN YEAR COMPONENT OF PROFESSIONAL LABORATORY EXPERIENCES OF CCETEM 1970-1971

Interest in conducting a "pilot study" to evaluate the potential effectiveness of CCETEM was high among the Clark College Education staff and Teacher Education Committee. Ideally, we were anxious to implement the entire program, but it was unrealistic to do so in terms of our present resources both human and physical. However, careful assessment of our strengths and limitations was made and we decided to use all the financial resources provided by USOE to implement one sub-component of the Professional Education sequence--BEGINNING LABORATORY EXPERIENCES IN THE FRESHMAN YEAR.

Further, we would seek funds, human resources, and teaching aids to implement as many of the other components of CCETEM as possible during the 1970-1971 school term.

RATIONALE

All entering freshmen at Clark are asked to indicate their major field of interest during the college freshmen orientation period. Even though a few students are undecided, the majority of them have already made a tentative career choice.

The major focus on this portion of the report will be centered on the experiences of 26 members of the 1970 freshmen students class who expressed an interest in becoming elementary teachers.

One of the innovative features of CCETEM is that it provides early involvement of students in laboratory experiences that will assist them in viewing the profession realistically, observing/participating in tasks performed by educational workers, and assessing their strengths and limitations in terms of continuing in the profession. Specifically, CCETEM supports the position of Fred T. Wilhelms:

> "The freshman year of college is none too early to start a program which progressively enriches a student's self concept and takes him on the road to everything that professionalism means. If we want a free-swinging autonomous, sensitive student at graduation, we cannot afford years of subservient detention in a home for dependents."*

It is in this context that a "pilot study" was conducted providing freshmen students who are enrolled in the elementary teacher education the opportunity to engage in laboratory experiences prior to making application for entering the Teacher Education Program in the spring of their sophomore year. Prior to this study, freshmen had little or no provision for working in schools with administrators, teachers, and children prior to the junior or senior year. They usually took most of their theory courses in isolation and received most of their classroom experience during the senior year as student teachers.

This program attempts to plan sequential, integrated, supervised clinical experiences beginning with freshmen (who will be called "pre-teachers") and culminating with student teaching or an internship.

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*Fred Wilhelms, Realignments for Teacher Education (The 11th Charles Hunt Lecture AACTE).

ADMINISTERING THE "PILOT STUDY"

In retrospect, certain decisions were made prior to implementing the program as follows:

1. The need for employing a full-time Director of Clinical Laboratory Experiences.
2. Provision for joint-planning and decision-making with public school and college personnel.
3. Establishment of procedures for the placement of pre-teachers.
4. Identification of enabling activities for pre-teachers.

Director of Clinical Laboratory Experiences

In August, 1970 a Director of Clinical Laboratory Experiences was added to the staff. The job description which follows gives some indication of the important role he would play in providing opportunities for teacher education students to interpret and apply principles of educational theory and for the development of teaching skills.

The job description for the Director is listed below:

1. Inform the education staff of significant developments in laboratory experiences or clinical phase of teacher education.
2. Serve as the principal liaison between Clark College and the personnel of the centers which serve as partners in providing laboratory experiences for the preservice education of teachers.
3. Provide the leadership for planning the sequential programs for laboratory experiences of teacher education students with teachers of academic, professional and specialized education courses.
4. Collect and centralize data needed by the staff in making judgments relative to the quality of performance of studies in laboratory experiences prior to student teaching.

5. Work with college supervisor of student teachers in planning student teaching experiences.

6. Design a system to synchronize data on students enrolled in Teacher Education. This would include simulation, micro-teaching, reports, evaluation, and others.

NOTE: 1. It was agreed that in developing a new position, the complete job description would evolve on the basis of experience.

2. Further, the job of placing students for Clinical Laboratory Experiences above the freshman year was not among the assigned tasks the first year.

Provisions for Joint Planning and Decision Making with Public School and College Personnel

Dr. Sidney Estes, Director of the EIP program, contacted the college during the 1969-1970 school year relative to discussing ways in which the public school and college could cooperate in strengthening teacher education. We asked to meet with the EIP staff to discuss the proposed plan of placing freshmen in schools as "pre-teachers." Initially, we felt that our "pilot program" would have a better chance of succeeding if we worked with a group that had already expressed an interest in working with the college. This request was granted and during the conference session with the EIP personnel, some pertinent questions were asked about the objectives, evaluation, supervision by college personnel, college credit, and how the program could contribute to the improvement of teacher education. In some instances, we had definite answers, but in other instances, we had to admit that we were seeking answers. However, at the conclusion of the conference, Mr. Blackshear expressed an interest in accepting freshmen students to work at E. A. Ware Elementary School for a trial period beginning in September 1970. In terms of guiding principles for the program, it was agreed that:

1. The principal, teachers, and college director of clinical laboratory experiences cooperatively plan an individual program for each "pre-teacher."

2. The teacher, college director of laboratory experiences, and "pre-teachers" identify the tasks to be performed since studies in the area of the roles of paraprofessional and/or "pre-teachers" are sparse.

3. Since freshmen were developing competencies identified in CCETEM by the experiences provided in the freshmen courses in which they were enrolled, a level of competency for respective tasks as "pre-teachers" was not specified. Instead, it was anticipated that "pre-teachers" would begin to find answers to some very important questions--Is teaching different from what I expected? Do I have sufficient interest in teaching as a profession? Do I have the qualities of leadership and professional attitudes needed in educational work?

4. Evaluation would be based on conferences with supervising teachers, participation in "the pre-teaching seminars'" and student products.

5. It was agreed that no more than 5 "pre-teachers" would be placed in any one center.

6. The Director of Clinical Laboratory Experiences would remain at the school with "pre-teachers" the entire time they are in the schools.

Procedures for Placing "Pre-Teachers"

During the Freshmen Week College Orientation session of the 1970-71 school term, students who expressed an interest in becoming elementary teachers were asked to meet with the staff in the Department of Education. CCETEM, in general, and the Professional Laboratory Experience component, in specific, were discussed with the group. "Pre-teachers" were also introduced to the Director of Clinical Laboratory Experiences who scheduled a series of sessions to set up procedural steps for implementing the program. Once the Director of Clinical Laboratory experiences had information relative to the grade level the "pre-teachers" preferred, he began to meet with principals and teachers. After several interviews and

meetings with administrative personnel, the "pre-teacher" was assigned to a specific school, supervising teacher, class, and grade level or cluster.

At the time of the target date for beginning the project, according to our contract with USOE, the Atlanta Board of Education was in the process of selecting a coordinator of student teaching. Mr. Judd Sapp was appointed to coordinate the placement of students for all professional laboratory experiences after the program started. Contacts have been made to utilize his services in the placement of "pre-teachers" beginning in September 1971. However, for the year 1970-1971 we placed "pre-teachers" in the following schools: E. A. Ware, E. L. Connally, English Avenue Primary, and East Lake Elementary Schools.

Throughout the entire assignment of the "pre-teachers," they attended seminars, passed in weekly accounts of their experiences in the school, held formal and informal conferences with principals, supervising teachers, the Director of Clinical Laboratory Experiences, education staff members, and attended workshops (when applicable).

The Role of Supervising Teacher in the "Pre-Teacher" Program

The supervising teacher and the "pre-teachers" cooperatively selected enabling activities and materials needed to support the teaching-learning experiences for a specific class in terms of the "pre-teacher's" competencies, needs, and interests. Sometimes the cooperating teacher worked independently with the "pre-teacher." In other instances, the two worked as a "team." In still other instances, the cooperating teacher served as "catalyst" in helping the "pre-teacher" in accommodating and assimilating the school milieu and/or assuming increasingly more difficult enabling activities.

Enabling Activities "Pre-Teachers" Performed

Duties normally performed by "pre-teachers" can be classified into three areas: Working with Teaching Aids, Secretarial/Housekeeping and Classroom Management Activities.

Working with Teaching Aids	Secretarial/ Housekeeping	Management Activities
1. Operate audio-visual equipment.	1. Keep classroom attractive.	1. Listen to reading groups.
2. Assist in making of teaching aids.	2. Do necessary typing.	2. Assist teachers in working with students who have learning disabilities.
3. Help set up experiments.	3. Take attendance.	3. Read stories and poetry to class.
4. Assist in preparing games, puzzles, and bulletin boards.		4. Correct papers.
5. Prepare and draw transparencies.		5. Assist teachers in promoting self-discipline among pupils (when applicable).

EVALUATION OF THE "PRE-TEACHER" PROGRAM":
STRENGTHS AND RECOMMENDATIONS FOR IMPROVEMENT

Strengths

1. Twenty-six freshman elementary education majors had the opportunity to view "teaching in the real world."

2. An analysis of seminars, formal/informal conferences, student diaries, and on-job performance reveal that this group is more sensitive and aware of a variety of:

    a. administrative organizational patterns

    b. teaching and/or learning styles

    c. applicability of multisensory aids as complementary teaching aids

    d. types of educational positions

    e. school plants and services

    f. administrative styles

    g. tasks performed by teachers, administrators, supervisory, and auxiliary personnel

    h. multi-ethnic (cultural and socio-economic settings in which they must learn to work)

3. Two students had some doubt about their continuing in the field and asked not to be assigned to an elementary school the second semester.

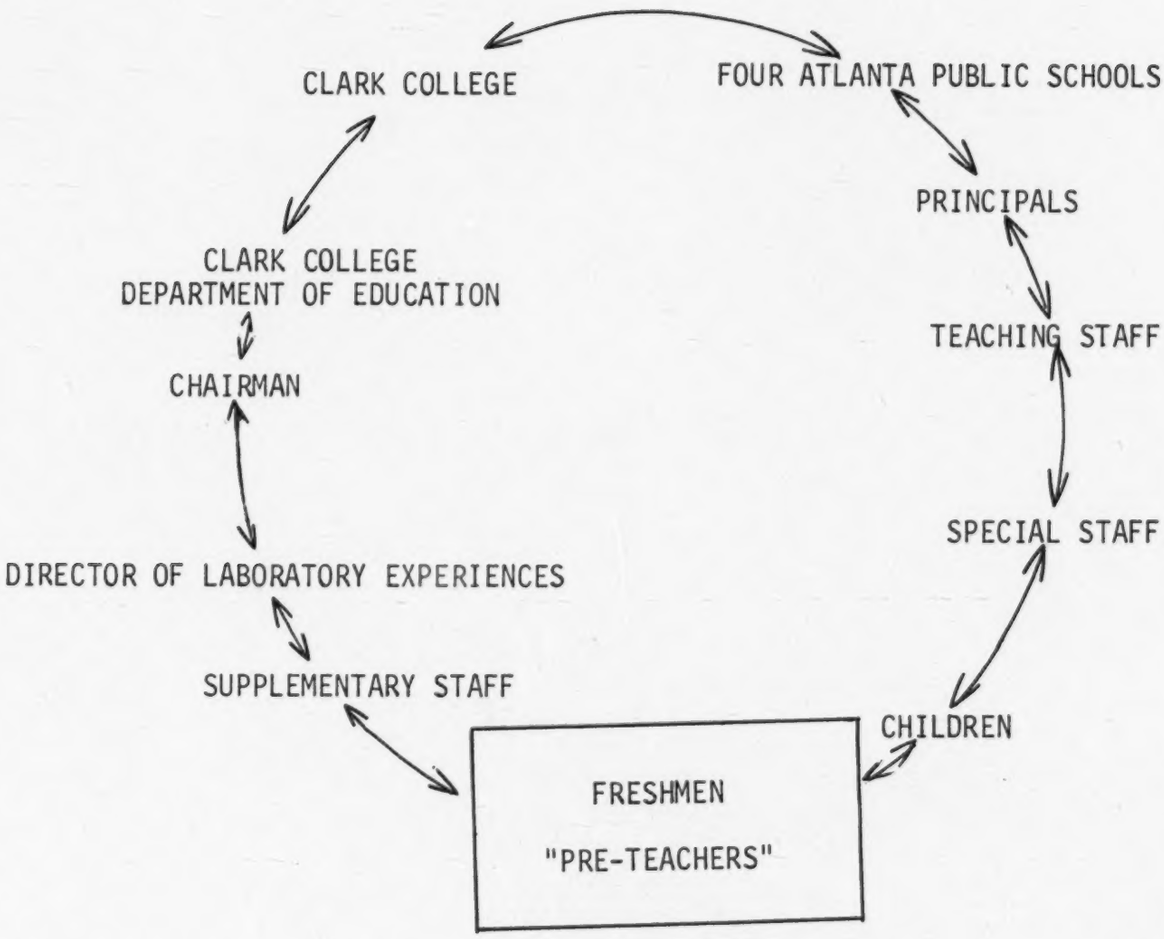
4. Students saw the need for studying the professional and/or specialized course outlined in CCETEM.

5. Prospective students who are minoring in education expressed an interest in the program.

6. Students are beginning to evaluate their own competencies for continuing in the profession.

FIGURE 4

CYCLE OF THE "PRE-TEACHING" PROGRAM



Recommendations for Improvement

1. That the "pre-teacher" program be continued and evaluated periodically.
2. That Personnel Services schedule freshman who express an interest in majoring in elementary education to be placed in the same section of Foundations of Learning. Further, the Director of Clinical Laboratory Experiences work closely with the teacher of the course in order to have more time to study profiles of these students prior to placing them in the public schools the second semester*.
3. That a system be worked out to transport students to and from centers at no cost or a minimum fee, if beginning professional laboratory experiences in the freshman year becomes a requirement at the end of the "Pilot Program."
4. That personnel be provided by each department preparing students for teaching in secondary schools to assist in the planning and supervision of their clinical experiences beginning in the freshman year and culminating with student teaching or an internship.
5. That students put in two hours daily for 18 weeks (second semester) instead of one hour daily for 36 weeks in order to implement recommendation number 2.
6. That funds be sought to purchase more "soft ware" for the development of "protocol materials" and video taping "critical teaching incidents."
7. That a research specialist be hired as soon as possible to assist in designing a plan to evaluate the effectiveness of CCETEM.
8. That provisions be made for released time of an education staff member to assist teachers of professional and/or specialized courses in the development of proficiency modules. If courses were modularized, it would more likely ensure that laboratory and/or clinical experiences become an integral part of every course.
9. That all seniors be required to engage in September Experiences since the college will institute the 4-1-4 plan beginning in September 1, 1971.

*See Figure 5, Page 39.

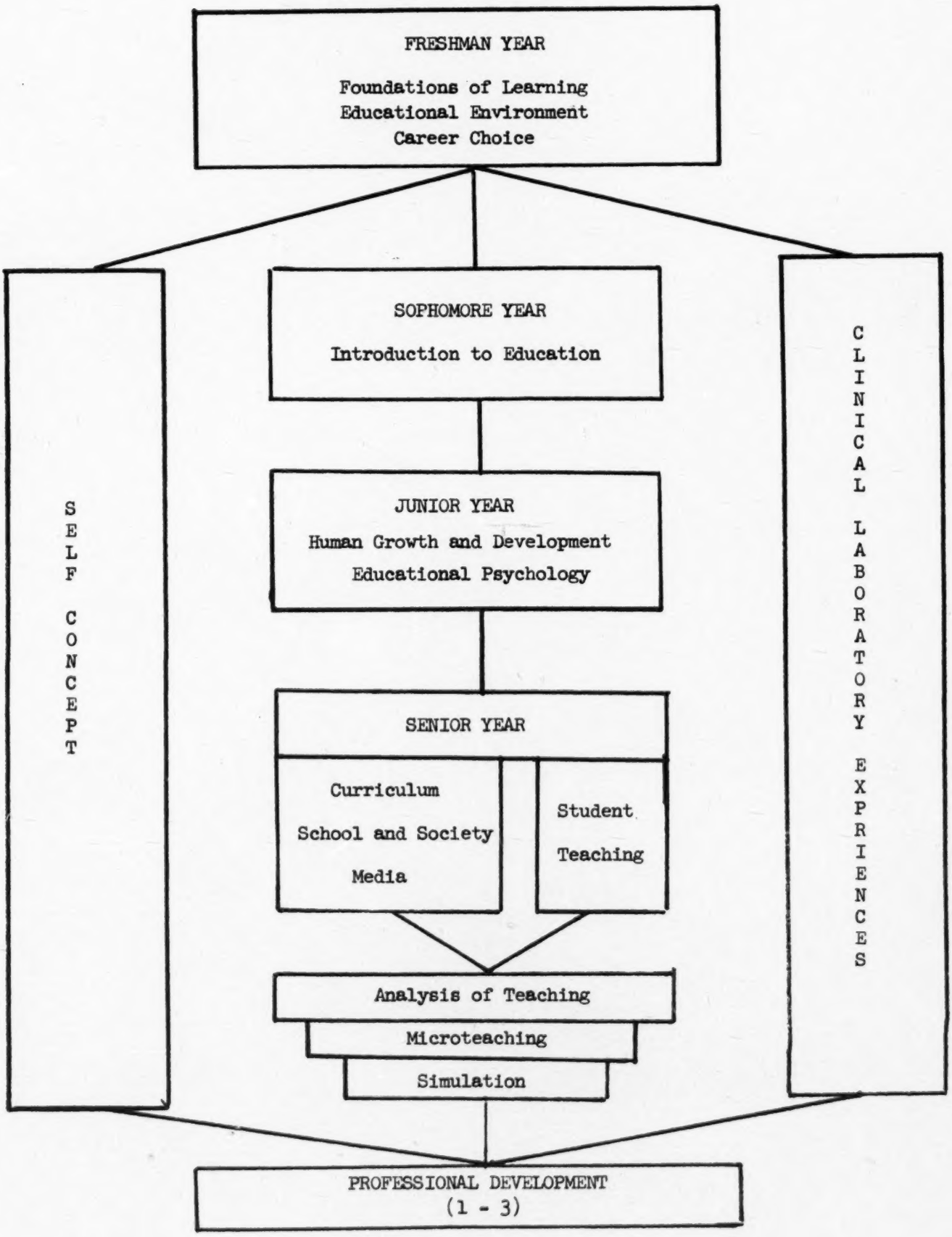
QUESTIONS ABOUT THE "PRE-TEACHING PROGRAM" WHICH NEED FURTHER EXPLORATION

"Change is characteristic of education." For this reason, we do not envision a static program. Questions have been raised and solutions to these questions have been attempted. As some of the issues have been resolved, others have appeared. There is a need for further study, more research, and sharing of ideas concerning the use of "pre-teachers" to enhance teacher education programs. Some of the questions and issues which need to be raised are stated below.

1. What is the legal state of the "pre-teacher"?
2. Who should set up criteria for the evaluation of "pre-teachers"? Who should evaluate? What should be evaluated? Should a level of competency for tasks be established?
3. How can training programs be made flexible enough to provide for individual needs in various categories, yet specific enough to be practical and useful?
4. How may "pre-teachers" maintain unity? What types of instruments may be used to keep lines of communication open?
5. Will clinical experiences in education eventually be patterned after those in medical school?
6. Who will transport "pre-teachers" to various schools? Who will pay the cost?
7. Who will determine the schools? Who would make necessary arrangements?
8. What procedure might be used in order to acquaint and keep the public informed about the use of auxiliary personnel in educational programs?
9. How can we utilize teachers and administrators more adequately in clinical experiences?
10. Should more time be included in clinical experiences? Why?

FIGURE 5

ORGANIZATION CHART FOR
THE PROFESSIONAL EDUCATION COMPONENT



S E C T I O N IV

PROGRESS TOWARD IMPLEMENTING
OTHER PHASES OF CCETEM
1970-1971

CURRICULUM OF CCETEM

The Teacher Education Committee, Council of Academic Affairs, and Faculty approved CCETEM for inclusion in the Self-Study Report of Teacher Education, April 1970. The Visiting Team appointed by the Georgia State Department of Education to evaluate Teacher Education Programs for Five-Year Approval in its report recommended ... "that the Elementary Education Department immediately implement the new requirements for general and professional education proposed in CCETEM."

Professional Education Sequence Beyond the Freshman Year

The courses Children's Literature, Methods of Teaching Reading, and Curriculum and Methods (Secondary) have been restructured to include Laboratory Experiences as an integral phase of the enabling activities.

Student teaching options have been widened to permit students who have been engaged in Clinical Laboratory Experiences in similar socio-economic settings for two or more years to choose a different setting for student teaching.

This year the college used funds from several sources to subsidize a limited number of seniors to teach in residential school settings, northern suburban, and private schools to complement their previous experiences working in southern, public, urban/inner city schools as follows:

Ethical Cultural Schools
New York City

Jobs Corps Center
Atlanta, Georgia

Southern Student Teaching Program
Rochester, New York

Use of Proficiency Modules

Clark College, along with a number of other institutions, was selected to validate proficiency modules developed by Independent Learning Systems of San Rafael, California, in these courses:

Ideas and Expression (Basic English Modules) was used by the instructor to assist those students who received an Incomplete in English 107 because they needed to further strengthen their communication skills.

Mathematics for Elementary Teachers was used by the instructor for the participants enrolled at Clark in the Career Opportunities Project.

Introduction to General Psychology (one section) was organized in the traditional manner and a second section used the proficiency modules.

Plans are being made to develop modules for Children's Literature and finalize those for Instructional Media during the 1971-1972 school term.

AACTE/University of Pittsburgh Urban
Leadership Development Project

I. OBJECTIVE

The long range objective of Clark College's participation in the AACTE/University of Pittsburgh Urban Leadership Development Project was to establish a Training Complex Center in keeping with the ideas proposed in Teachers for the Real World. In order to achieve this goal, the institution has been working diligently for the past two years.

II. PROGRESS TOWARD ACHIEVING THE OBJECTIVE (1970-1971)

A. On-Campus Resources and Facilities

When we started with the project in 1969, neither the Education nor the Audio-Visual Departments had enough trained personnel/facilities/equipment necessary for serving the training functions we had envisioned.

With financial and/or consultative assistance from the Clark College Departments of Mathematics and Physics USOE, Consortium of Southern Colleges for Teacher Education, and AACTE/Urban Leadership Development Project between October 1970 and May 1971, Frank Edwards (Director) and John Thompkins (Associate Director) were able to accomplish the following intermediary steps toward the development of a Clark College Training Complex Center:

1) Trained education staff, pre-service education students, and student technicians in acquiring skills necessary to prepare education students for using technology creatively in teaching-learning situations.

2) Installed closed circuit television facilities which include a complete television studio (three cameras, switches, unit recorder) and a two-channel R.E. closed circuit transition system (ten rooms).

3) Designed a Teaching Demonstration Center which is housed in a former chemistry laboratory.

4) Developed protocol materials in cooperation with the Atlanta Board of Education and Atlanta University graduate students. These are primarily pilot materials in which the staff and student technicians experimented with various lighting techniques, using equipment most effectively, communicating with projectionists and sound effects.

Specifically, our two portable productions to date are the following multi-media (tape, slides, video) presentations:

a) An Experiment in Coalition: Career Opportunities Project (COP) on Instructional Teams

b) An Unfinished Story: The Clark College Elementary Teacher Education Model (CCETEM)

5) Recruited students who will become audio-visual technicians trained in television production and visual communications.

6) Rescheduled most professional and specialized education courses so that students can observe staff members demonstrating the methodology they espouse.

III. PROJECTIONS

On March 16, 1971 when the staff opened the Instructional Component of the Teacher Training Complex Center, we felt like the woman model for Virginia Slims who gracefully slinks out while musicians in the background sing lustily, "You've come a long way, baby." However, such ecstasy was short lived and the staff was reminded of the words penned by Robert Frost--"We have miles and miles to go before we sleep."

If we are to continue strengthening the components of the Training Complex Center (and we are determined to do so), we will need additional staff, more viable coalitions with school/nonschool educative agencies, and funds to purchase "soft ware," upkeep of "hard ware," dial-access, storage and retrieval systems.

Career Opportunities Program

We have cooperated with the Atlanta Board of Education and Georgia State University in providing training for 69+ Career Opportunities Project participants who are assigned as paraprofessionals in the Atlanta Public Schools. The program permits further opportunity for the college to evaluate the use of modules, flexible scheduling, and including laboratory experiences as an integral part of all course work with student whose background experiences and preparation for college work are even more varied than our regular constituency.

Consortium of Southern Colleges for Teacher Education

One of the most positive outcomes of our involvement with the USOE Teacher Education Project was the establishment of the Consortium of Southern Colleges for Teacher Education. The interest, expertise, and productivity of this group went far beyond the original research efforts of developing model elementary programs. We learned from each other, shared resources, disseminated materials, and held workshops on the campuses of participating colleges. Presently, we are seeking funds to keep the group in tact.

Teacher Corps

Clark College is one of the institutions participating in the Atlanta Teacher Corps Consortium, Cycle VI. Five+ Clark seniors entered the program in June 1971.

Among other concomitant outcomes, the Clark College liaison teacher (Associate Director of Project) will evaluate the modules developed under the supervision of the Directors of the University of Georgia Education Models (GEMS) to determine their applicability for use at Clark College. Simultaneously, the Director of the Project at Clark College is using phases of the Child Development Module with sixteen volunteer students in a summer course being offered at Atlanta University. Five Students in the course did not choose to participate and they are being taught separately.

It is the plan of our staff to make whatever modifications we deem necessary on the basis of evaluation by the Director and Associate Director before making the transition from our traditionally-structured courses to completely modularize the following:

- Methods of Teaching Reading
- Human Growth and Development
- School and Society

S E C T I O N V

CONCLUSIONS AND SUMMARY

Even though CCETEM has not made the complete four-year cycle, on the basis of our implementation of the Freshman-Year Professional Laboratory Experiences and "pilot testing" several of the other components, we believe CCETEM is beginning to take effect on institutional change. Specifically, the observable changes we noted are the following:

Faculty

1. The members of the Teacher Education Committee from the Departments of Social Studies and Modern Foreign Languages are planning to modularize and/or team teach their respective Curriculum and Methods courses.
2. The entire faculty is studying recommendations of the Task Force which would widen options for General Education of secondary minors as well as ensure the continuation of the General Education Component of CCETEM beyond the "Pilot Study."
3. The Departments of Mathematics and Physics have given financial support for the purchase of "hard ware" to further strengthen the Instructional Media Component of the Professional Education Sequence.
4. Faculty members in Academic Areas are being used to teach in the Career Opportunities Program. In working with paraprofessionals, they are learning "first hand" the knowledge, skills, and appreciations pre-service teachers need to function effectively in "the real world of teaching."
5. College faculty members are learning to use multisensory media in planning their own class presentations.
6. Faculty members from the Departments of English, Mathematics, and Psychology cooperated in testing the applicability for use of modules developed by Independent Learning Systems Corporations at Clark College.
7. Faculty members are beginning to increase their expertise in working with students whose background differs from that of the so-called

"typical freshmen."

Students

1. "Pre-teachers" see the need of taking courses outlined in CCETEM as a result of their observation/participation experiences in the freshman year.
2. Students are becoming more creative in their class presentations since teachers are varying their teaching styles.
3. Students who have had clinical experiences in a wider range of multi-ethnic and socio-economic settings feel that they can cope more effectively with the "real world of teaching" than students whose experiences were limited to mono-ethnic/socio-economic settings.
4. Students who have had experiences in modularized courses feel concomitant learnings may be highly important outcomes such as (a) self-reliance (b) initiative (c) independent habits of study and (d) utilization of problem-solving techniques.
5. Students are not only developing knowledge, skills, and value judgment in selecting and using multisensory teaching aids, but are becoming creative producers of these type materials.

APPENDIX I

PROJECT STAFF AND CONSULTANTS

PROJECT STAFF

1969-1971

Pearlie C. Dove, Director

Rebecca E. Davis, Co-Director

Rubye B. Dooley, Reading Specialist

Luvenia Clifton, Administrative Assistant

Frank Edwards, Media Specialist

John Thompkins, Director of Clinical Laboratory Experiences (1970-71)

Helen Toliver, Staff Relief and Curriculum Consultant

Dianne Watkins, Part-time Coordinator of Professional Laboratory Experiences (1969-70)

OFF-CAMPUS CONSULTANTS

American Association of Colleges for Teacher Education

Dr. Richard James
Associate Director

AACTE/University of Pittsburgh Urban Leadership Development Project

Dr. Wilford Innerd, Associate Director

Dr. David O'Gorman, Director

ATLANTA BOARD OF EDUCATION

ADMINISTRATIVE STAFF

Mr. Samuel Bacote, Director, Career Opportunities Program

Dr. Jarvis Barnes, Assist. Supt. for Research and Development

Dr. Sidney Estes, Director, Education Improvement Project

Dr. R. Ruel Morrison, Director, Inservice Education

Mr. Judson Sapp, Coordinator, Student Teaching

Mrs. Myrtice Taylor, Assistant Coordinator, Career Opportunities Program

PRINCIPALS

Mr. John S. Blackshear, E. A. Ware School

Mrs. Julia Mitchell Glass, East Lake School

Mrs. Stella Lewis, English Avenue Primary School

Mr. R. H. Wilson, E. L. Connally School

GEORGIA STATE DEPARTMENT OF EDUCATION

Mrs. Maenelle Dempsey, Consultant, Teacher Education

Mr. W. Dwight Ezell, Consultant, Student Teaching

Dr. William Leach, Associate Director, Teacher Education Services

INDEPENDENT LEARNING SYSTEMS

Mr. Charles E. Mobley

Director of Marketing and Behavorial Consultant

MODEL DIRECTORS

Dr. Calhoun Collier, Michigan State University

Dr. James Cooper, University of Massachusetts

Dr. Charles Johnson, Dr. Gilbert Shearon, University of Georgia

Dr. Wilford Weber, Syracuse University

TEACHER CORPS

Mrs. Mae Armster, Associate Director

Dr. Lucille Jordan, Director

Mrs. Elizabeth McCarton Brown, Elementary Coordinator

ON-CAMPUS CONSULTANTS

ADMINISTRATION

Dr. Edward J. Brantley, Vice President

CURRICULUM TASK FORCE MEMBER

Mrs. Isabella Butts Jenkins

FACULTY AT LARGE

DEPARTMENT OF MATHEMATICS

Mr. Calvin C. Clifton, Assistant Professor

Dr. J. J. Dennis, Chairman

DEPARTMENT OF PHYSICS

Dr. O. P. Puri, Chairman

STUDENTS

Elementary Education Majors

Miss Kathy Hutchinson, Freshman

Miss Juanita Pace, Senior

Secondary Education Minor

Mrs. Carla Brice Ross, Senior

TEACHER EDUCATION COMMITTEE

*Mrs. Gladys Cothran.....Chairman, Department of Business Education

Mrs. Charlotte Davis....Assist. Professor of Social Science Education

Mrs. Flora Davis.....Chairman, Department of Home Economics

Mrs. Willie C. Davis.....Associate Professor of English

Miss Lurelia Freeman.....Assistant Professor of Foreign Language

Mr. C. D. Gillespie.....Dean of Students

Mr. James Green.....Associate Professor of American History

Mr. Calvin Grimes.....Acting Chairman, Department of Music

Mr. J. E. Hopkins.....Acting Chairman, Department of Art

Dr. Lloyd Howell.....Director, 13-College Program and Associate Dean of Instruction

Dr. Charles Hubert.....Associate Professor of Biology

Mr. Charles Thomas.....Assistant Professor of Social Science

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*On Leave 1970-1971

APPENDIX II

REQUIREMENTS

REQUIREMENTS FOR A PROPOSED
BACHELOR OF ARTS DEGREE IN ELEMENTARY EDUCATION
LEADING TO PROFESSIONAL CERTIFICATION
1965-1969

General Education Courses		Semester Hours
College Orientation		2
Physical Education		1
U. S. History		6
Ideas and Expression		8
Introduction to Literature		6
Humanities		3
Algebra and Trigonometry		6
Modern Foreign Language		6
Religion and Philosophy		6
Physical Science and Biology		7
Speech		3
Geography		3
	Total	57
Professional Education		
Introduction to Education		3
Human Growth and Development and Educational Psychology		6
Principles, Materials, Methods		3
Student Teaching		6
	Total	18
Specialized Subjects		
Health Education		3
Children's Literature		2
Methods of Teaching Reading		3
Creative Expression		6
Modern Mathematics for Elementary School Teachers		3
	Total	17
Concentration		24*
Art		
Biology		
Chemistry		
English		
French		
Mathematics		
Music		
Spanish		
Physics		

*Twenty-four hours above Freshman-Level Courses.

CCETEM

REQUIREMENTS FOR A PROPOSED BACHELOR OF ARTS DEGREE
IN ELEMENTARY EDUCATION LEADING TO PROFESSIONAL CERTIFICATION
(SEPTEMBER, 1970)

FRESHMAN YEAR

First Semester	Hours	Second Semester	Hours
Ideas and Expression 105	4	Ideas and Expression 106	4
Biological Science 101	3	Fundamentals of Speech 101	3
Introduction to Modern Mathematics 101	3	Introduction to Modern Mathematics 102	3
United States History 213	3	United States History 214	3
Laboratory Experiences	1	Laboratory Experiences	1
	14		14

SOPHOMORE YEAR

Physical Science 311	4	Concentration	3
Foreign Language 101	3	Geography 101	3
Introduction to Education 211	3	Foreign Language 102	3
Children's Literature 212	3	Humanities (Literature) 204	3
Art/Music 362/324	3	Music/Art 324/326	3
	16		15

JUNIOR YEAR

Religion 103	2	Concentration	3
Concentration	3	Concentration	3
Concentration	3		
Human Behavior 311	3	Educational Psychology 312	3
Health Education 213	3	Colloquium 318	2
Methods of Teaching 415 Reading	3	School and Society 358	3
		Elective	3
	17		17

SENIOR YEAR

Religion (Elective)	2	Student Teaching 446	6
Concentration	3	Education Seminar 449	1
Curriculum and Teaching Procedure 441	3	Elective - Blocked	3
Instructional Media 342	3		
Methods of Teaching Math. 311	3		
Elective	3		
	17		10

ELEMENTARY EDUCATION (Cont'd)

The concentration areas for Elementary Education majors are presented in this order:

Art
Language Arts
*Library Science
Music
Physical Science
Quantitative Relationships
Social Studies
General Education Core by Special Permission

Students who have to take reading must have their program planned individually by the Chairman of the Department.

*The Library science concentration must be approved cooperatively by the Department Chairman and the Dean of the School of Library Service (Atlanta University).

REQUIREMENTS FOR A PROPOSED BACHELOR OF ARTS DEGREE
IN ELEMENTARY EDUCATION LEADING TO PROFESSIONAL CERTIFICATION
(Revised June 1971)

FRESHMAN YEAR

First Semester			Second Semester		
G.E. 105	Ideas and Expression	4	G.E. 106	Ideas and Expression	4
G.E. 101	Biological Science	3	G.E. 101	Fundamentals of Speech	3
G.E. 105	Intro. to Mod. Math.	3	G.E. 106	Intro. to Mod. Math.	3
G.E. 213	U.S. History	3	G.E. 214	U.S. History	3
G.E. 102	Foundations of Learning	2	P.E. 100-01	Laboratory Experiences	2
		15			15

SOPHOMORE YEAR

G.E. 311	Physical Science	4	G.E. 101	Geography	3
G.E. 101	Foreign Language	3	G.E. 102	Foreign Language	3
P.E. 211	Intro. to Education	3	G.E. 204	Humanities (Lit.)	3
S.C. 212	Children's Literature	3		Concentration	3
S.C. 362-324	Art/Music	3	S.C. 324-362	Music/Art	3
		16			15

JUNIOR YEAR

G.E. 103	Religion/Philosophy	3	P.E. 312	Educational Psychol.	3
	Concentration	3	S.C. 318	Colloquium	2
	Concentration	3	S.C. 415	Methods of Teach. Reading	3
P.E. 311	Human Behavior	3		Concentration	3
S.C. 213	Health Education	3		Concentration	3
S.C. 311	Methods of Teaching Mathematics	3		Elective	3
		18			17

SENIOR YEAR

P.E. 441	Curriculum and Teaching Procedure	3	P.E. 446	Student Teaching	6
P.E. 342	Instructional Media	3	P.E. 449	Education Seminar	1
P.E. 350	School and Society	3		Elective-Blocked	2
	Concentration	3			
	Elective	3			
		15			9

G.E. General Education
P.E. Professional Education
S.C. Specialized Courses

NOTE: See page 56 for an explanation of concentrations. This is a revision of CCETEM based on the faculty having passed a recommendation to reduce Religion/Philosophy from four to three hours and the addition of 102 Foundations of Learning.

ELEMENTARY EDUCATION (Cont'd)

Concentration requirements may be satisfied by taking 18 hours above freshman-level courses in the following areas:

Art
*General Education
Language Arts
Music
Physical Science
Quantitative Relationships
Social Studies
**Library Science

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*General Education Concentration may be fulfilled by taking six hours each in three of the college divisions (Science and Mathematics, Fine Arts--Languages, Social Studies).

**Upon approval of the Department Chairmen and the Dean of the School of Library Service (Atlanta University).